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By-Giles, Frederic T.; McClaskey, Harris C.

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This annotated bibliography is in two parts: (1) a select list of 60 documents for the administrator and librarian concerning recruitment and training for and manpower needs of the library profession, with an emphasis on library technical training in the junior college; and (2) a list of seven documents concerned with the library technician in the health sciences. In addition to consulting Dissertation Abstracts, Education Index, Library Abstracts, Library Literature and Reader's Guide to Periodical Literature, the authors obtained information from the American Hospital Association; The American Library Association; Center for Documentation and Communication Research, School of Library Science, Case Western Reserve University; Communication Services Corporation; Highline College; Institute for the Advancement of Medical Communication; Medical Library Association; School of Librarianship, University of Washington; Library Service, Veterans Administration; and Wenatchee Valley College. (MC)

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THE LIBRARY TECHNICIAN AND THE AMERICAN JUNIOR COLLEGE: AN ANNOTATED BIBLIOGRAPHY

Frederic T. Giles, Director

Harris C. McClaskey

Center for the Development of Community College Education

University of Washington Frederic T. Giles, Director

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UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
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INFORMATION

INTRODUCTION

Thousands of additional librarians are required to provide the services needed by existing and potential users of our nation's libraries. The United States Office of Education estimates a library manpower shortage of 120,000 without indicating levels of need. There are currently only 42 graduate library schools accredited by the American Library Association, and they cannot begin to close the burgeoning manpower gap. A major development in recent years is the increasing recognition of and concern for a middle level of library personnel generally known as the Library Technician.

The academic preparation of the Library Technician has been established in a variety of junior colleges and leads to an Associate degree. What has occurred to this point represents a composite of sincere efforts and should be recognized as such. Unfortunately, this activity has largely been a stop gap measure offering assistance but not solving the problem. Each program has been affected by resistance and the absence of diffuse professional support from the library associations and the library schools.

The library profession is now giving concerted attention to this problem and is involved in an assortment of basic planning projects. Library associations, individual libraries, librarians, and college administrators now have an opportunity to collaborate in the development of programs within the total context of library education.

By knowing the nature, technology, size and complexity of the future of Library Technical Training, it will be possible to design a structure of positions, to assign functions to these positions, specify the status relationship among positions, to outline communication channels and to determine the flow of necessary operations. Given adequate time and resources it should be possible to

recruit and train the personnel qualified for assignment to the spectrum of positions which comprise librarianship.

In compiling this annotated guide, the following bibliographical resources were consulted:

Dissertation Abstracts. Abstracts of Dissertations and Monographs in Microfilm. Vols. 1-28. Ann Arbor, University Microfilms, Inc. 1938-1967.

Education Index; A Cumulative Index. New York, H. W. Wilson. 1945-1968.

Library Abstracts. London, Chaucer House, The Library Association. All issues.

Library Literature; An Author and Subject Index to Related Material on Library Science and Librarianship. New York, H. W. Wilson. 1945-1968.

Reader's Guide to Periodical Literature. New York, H. W. Wilson. 1945-1968.

In addition, information was obtained from the American Hospital Association; The American Library Association; Center for Documentation and Communication Research, School of Library Science, Case Western Reserve University; Communication Services Corporation; Highline College; Institute for the Advancement of Medical Communication; Medical Library Association; School of Librarianship, University of Washington; Library Service, Veterans Administration; and Wenatchee Valley College.

Wherever annotations are quoted the source is listed immediately following the annotation. All other annotations have been developed by the author.

METHOD OF CATEGORIZATION:

Because of my interest in library services to the Health Sciences I have divided the bibliography into two sections: I. A select list for the administrator and the librarian; and II. Materials concerned with the library technician in the Health Sciences.

ANNOTATED BIBLIOGRAPHY

I. A select list for the administrator and librarian.

American Association of School Librarians (A.L.A.)--Division of Audio Visual Instruction (N.E.A.) Joint Committee on Standards for School Media Programs. *Report* (Tentative Draft), 1967. Unpublished.

The section on personnel includes guidelines for media technicians: graphic technicians, electronic technicians, photographic technicians, electro-mechanical technicians, cameramen and TV producers. Discusses activities within these six fields suggesting the possibility of combined competencies. Formal educational requirements are not specified although recognition is given to the need for union regulations in some cases.

American Library Association. "Commission on a National Plan for Library Education, Report from the Commission," *American Library Association Bulletin*, 61 (April, 1967). pp. 419-422.

The A.L.A. Commission on a National Plan for Library Education was formed in 1962; in 1964 the Office of Education was established within the American Library Association; and the office director was confirmed in 1966. This report is an analysis of problems facing the library profession urging a sound basis for national planning in an office or center for research and experimentation. Considering a spectrum of problems concerning all levels of library education three questions are crucial: 1) What is the character of librarianship--now and in the foreseeable future? 2) What is the program of professional education needed to fulfill the requirements as defined in 1? 3) What kind of an action program throughout the profession will be necessary to implement 1 and 2?

American Library Association. *ALA Bulletin*, 61 (March, 1967). pp. 259-282.

Papers presented at a special program on continuing education for librarians at the American Library Association's Midwinter Meeting, New Orleans, Louisiana, January 9-14, 1967. Concern is expressed for the description and classification of library positions, levels of education and goals. The library technician is discussed in the context of broad educational needs and planning. Bibliographies.

American Library Association. "Report of Joint Ad-Hoc Committee of the Library Administrative Division and Library Education Division on Sub-Professional or Technician Class of Library Employees." American Library Association, 1968. (Approved at the ALA Midwinter Meeting, Bal Harbour, Florida, January 8-13, 1968). 11 pp.

Report which has major significance in the recognition of Library Technician Programs. Popularly known as "The Deininger Report," this document is a statement of definitions for the sub-professional or technician class of library employees and develops classification specifications including statements of typical duties accompanying the definitions. The discussion covers names and categories, assumptions, background and limitations, general definitions, exclusions, distinctions between classes of professional and non-professional positions. The detail for *Library Technical Assistant* (the term technician is here discarded in view of the characteristics that have been associated with it in scientific fields) includes: Definition, scope of assignments, personal contacts, level of responsibility, proposed qualification standards and examples of assignments. This seminal document clearly recommends greater use of a middle level of service of library employees and supports pre-employment training and standardization of preparation. Recognition is given to the role which vocational and junior

college programs can play in preparing Library Technical Assistants with a minimum of two years of college terminal education predominantly in academic subjects with one semester devoted to library orientation.

American Library Association. American College and Research Libraries Division. "A.L.A. Standards for Junior College Libraries," *College and Research Libraries*, 21 (May, 1960). pp. 200-206.

Standards, currently under revision, designed to provide a guide for the evaluation of libraries in American two-year colleges. Included in the group of two-year colleges are junior colleges primarily concerned with the liberal arts and limited in their vocational aims; community colleges endeavoring to serve in their area a variety of educational purposes by a combination of programs; and technical institutes emphasizing vocational aspects in their curricula. Covers functions, structure and government, budget, staff, collection (books and periodicals, audio-visual materials), quality of service and its evaluation, and interlibrary cooperation. No mention is made of library technician programs; however, these standards are crucial in building and evaluating library technician programs.

American Library Association. "Statement on Junior College Library Assistant Training Programs," *Library Education Division Newsletter*, 53 (March, 1965). pp. 2-3.

Statement, made in reply to an inquiry from Newton Junior College, transmitting the concensus of Board opinion that the training of library clerks or assistants in junior colleges should not be encouraged. Reasons given are: 1) lack of success in existing programs; 2) the New York Library Association Personnel Committee's recommendation against a proposal to establish program; 3) lack of standards; 4) demands on subject and language

knowledge such that for most positions a college education is essential; 5) courses could not be credited toward other undergraduate or graduate library science training; 6) desirability of in-service training or short-term courses; 7) variation in routines among libraries.

American Library Association. Library Education Division. Interdivisional Committee on Training Programs for Supportive Library Staff. *Report*, January, 1968. 2 pp.

Outline of guidelines which will include direction for those planning programs of training for library technical assistants and standards for evaluating existing programs. Major areas of concern are: definitions, planning, administrative framework, faculty, facilities, curriculum, student recruitment and selection, student records, student placement and follow-up. Working guidelines are anticipated before the spring of 1968.

Asheim, Lester (ed.). *Library Manpower Needs and Utilization; A conference Co-sponsored by the Office for Library Education and the Library Administration Division of the American Library Association with the Cooperation of the National Book Committee, March 9-11, 1967.* Washington, D.C. American Library Association, 1967. 39 pp.

Proceedings of a special conference on library manpower, this publication includes far-ranging statements on recruitment, education, and utilization. Emphasis is given to ideas and suggestions which are both realistic and challenging to current policies and approaches. Parallels with the fields of Nursing and Social Work are drawn. Includes three background papers, group discussion reports, recommendations and statements about the need for a definition of librarianship and the library's role in society; total preparation for librarianship; the undergraduate degree; graduate program; role of technician training; need for job descriptions; and research.

Asheim, Lester E. "Manpower, a Call for Action," *Library Journal*, 92 (May 1, 1967). pp. 1795-1797.

A question-raising statement which is an edited version of remarks made at a meeting of librarians and educators in Philadelphia, Pennsylvania, February 5-6, 1967. Focusing on the manpower problems of libraries, Dr. Asheim asks for a careful selection of "seminal ideas" which should support future action. Much of the article is concerned with the library technician--his role, training, weakness and strengths.

Canadian Library Association. Committee on Training Library Technicians. *Report*, June 14, 1967. 11 pp.

First report of the committee. Considers the role of library assistants (the preferred term in this instance); the sort of post-secondary school education required; examination of existing programs with view to determining the courses they offer (now being done in detail); the market existing programs serve and their success or otherwise for employees and employers; recommendations for standards; supervision; and augmentation of needs of the region in which programs are located. Includes a discussion of background, definitions, qualifications, role, location of training and recommendations for core curriculum; direction of the course and teachers; supporting facilities; localities; local advisory committees; role of government; non-professional nature of course; and teaching materials.

Clark College, Vancouver, Washington. "Library Technology at Clark College." Mimeographed promotional sheet. No date.

Descriptive statement about the program outlining student selection, curriculum, and degree.

Dobrovolny, Jerry S. "Preparation of Junior College Teachers of Technical Subjects," *Junior College Journal*, 35 (December, 1964). pp. 9-13.

Emphasizing industrial technology, the article recognizes the widespread demand for technicians and the attendant need to prepare teachers. In the historical context of the development of federal legislation, discussion centers on manpower shortages, semantic problems in defining technical education as part of the "spectrum of the educational continuum," characteristics of an associate degree program, guidelines for use in delineating the specific competencies for qualified technical instructors and administrative problems in the establishment of new associate degree programs. Applicable to library technician programming.

Downs, Robert B. and Delzell, Robert F. "Professional Duties in University Libraries," *College and Research Libraries*, 26 (January, 1965). pp. 30-39.

In analysis of professional duties the authors deal with the problem of defining the role of the library subprofessional. This article is a preliminary report of the Committee on Academic Status of the American Library Association, Association of College and Research Library Division's University Libraries Section. While motivated by the desirability of faculty status for professional staff, studies in this area are relative to the planning and development of library technician programs. Bibliography and job specifications.

Duchac, Kenneth F. "Manpower, a Proposal," *Library Journal*, 92 (May 1, 1967). pp. 1797-1798.

Recommendations and evaluations of a group of twelve librarians who met in Philadelphia, Pennsylvania, on February 5-6, 1967 to discuss the critical

shortage of personnel in public and school libraries in the Middle Atlantic region. Centering on needs and a course of change, the recommendations focus on undergraduate education. It is recommended that the basic qualifications for librarians be established as a bachelor's degree, from a recognized four-year college, which includes completion of courses prescribed for initial education in library science. Placing this in the context of a career ladder it is recommended that graduate education focus on Master's and Doctor's programs and post-Master's programs of intensive study in areas of specialization, and that non-professional education at the junior college level be restricted to vocational training concentrating on broadly applicable skills rather than "watered-down core library science courses." It is further recommended that technician programs be centered in a broader clerical-technical program applicable to a variety of employment situations including some non-professional positions in libraries. Local advisory committees are recommended for establishment prior to the creation of library technician programs.

Dwyer, William G. "End of an Experiment?" *Library Journal*, 87 (October 15, 1962). pp. 3619-3622.

Summary of the development, establishment, review and termination of the Library Technician Program (1958-1962) at Orange County Community College, Middletown, New York, by the college president. Discusses lack of support and status fears of the library profession.

Earnshaw, Helen. "Starting a Two-Year Curriculum for Library Assistants; How the Library Assistant Program at L.A. Trade-Technical College Began." *Junior College Journal*, 36 (October, 1965). pp. 22-23.

Describes the development, purpose and content of the Library Assistant Program giving special emphasis to the creation and function of an advisory committee representative of a spectrum of libraries in the Los Angeles area and to the field work program.

Ferguson, Elizabeth. "New York Chapter Experiment in Subprofessional Training," *Special Libraries*, 40 (November, 1949). pp. 358-361.

Describes an early attempt at course work conducted by another agency outside of the library. The New York Chapter of the Special Libraries Association sought the assistance of the Ballard School of the YWCA (a business school) in 1949. The school arranged for a twelve-week course, "Library Clerical Practice," in the spring of 1949 which became the basis for an on-going part of the school's curriculum in the category "Business Schools." Course content gave recognition to the over-all business picture.

Garloch, Lorena A. "The Community Colleges and the Library Technician Program," *Stechert-Hafner Book News*, 22 (February, 1968). pp. 81-83.

Review of certain major developments and problems in the evolution of Library Technology programs. Identifying the great shortage of librarians and the lack of adequate job description as primary problems, the author gives an overview of library technology history and its lack of professional support. Recommends analysis of tasks, a pilot program with adequate evaluation and the need "for research, planning, development and evaluation on a continuing basis."

Gebhard, Patricia. "School for Ninety-Day Wonders," *Library Journal*, 88 (June 1, 1963). pp. 2198-2200.

Describes the history, development and content of the Library Technician Program at Santa Barbara City College, Santa Barbara, California. The Santa Barbara Public Library, faced with a critical manpower shortage, sought help from the college. The course started with 40 students and settled to 25 students. Little basic planning preceded the program, which included emphasis on library services and resources, technical processes, reference, cataloguing leading to an Associate of Arts degree. Difficulties were encountered in the lack of adequate library resources and instructional materials.

Gleazer, Edmund J. "AAJC Approach: Technical Education Programs," *Junior College Journal*, 34 (September, 1963). pp. 4-5.

While this article contains no mention of library technology, it is a general review of technical education programs and cites a variety of examples in other fields. It is intended to provide a general comparison useful to the junior college in meeting the needs for qualified manpower at the technician level.

Harris, Norman C. "Community College Technical Education," *North Central Association Quarterly*, 36 (Spring, 1962). pp. 328-339.

Discussion of the characteristics of community college technical education programs. Focuses on three areas: 1) need for technical education; 2) educational programs for families of technical occupations; and 3) the schools involved. Among the clusters of technical occupations cited are: Civil, Electrical, Industrial, Mechanical, Miscellaneous, and Non-Engineering

related technologies. The article's logic is useful to those engaged in or contemplating technician programs.

Havens, Shirley. "A.L.A. Conference; Manpower--the Big Show," *Library Journal*, 92 (August, 1967). pp. 2713-2719.

Report on the president's program at the American Library Association Conference held in San Francisco, June 25-July 1, 1967, spotlighting needs, salaries, library education, job definition, 'other professionals,' and the less employable. Library Technician Programs were considered with concern expressed over careful formulation of programs and unofficial endorsement was given to the preliminary statement of the Library Administration-Library Education Division "Deininger Report." In divisional programs the suggestion was made that the handicapped be made aware of library technician programs. The Association of College and Research Libraries Junior College Libraries Section held a technician's session reporting on the results of a survey of librarians' attitudes toward technician programs. Out of 209 returns sent to 288 libraries in the thirteen states and territories having technician programs, 147 had heard of the programs, but only 33 had actually hired graduates. 85% of those replying indicated that they would hire technicians if they were available.

_____. "Manpower; A Dialogue," *Library Journal*, 92 (May 1, 1967). pp. 1799-1801.

Report on a special library manpower conference held in Washington, D.C., March 9-11, 1967. The conference was concerned with the identification of what is being done about the problem, what needs to be done, and who needs to do it. Comparison was made with the field of Nursing and Social Work. Concern with library technician programs was expressed in the context of a

career ladder recommending that the two-year technician programs in junior colleges be considered acceptable training if strong safeguards are built into them insuring adequate facilities, planning, and faculty. Recognition was given to the need for research to determine where technician programs are being given and that the American Library Association Office for Library Education might work with the American Association of Junior Colleges. Following identification there should be critical analysis of the programs, utilization of graduates, and accreditation.

Headings, Bernice. "Book Acquisition for Library Technicians," *Improving College and University Teaching*, 13 (Summer, 1965). pp. 183-184.

Written by the director-instructor of the Library Technician Course at Ferris State College, Big Rapids, Michigan, this article describes the course in book acquisition. The course was designed "to create better understanding" and stressed technical activities such as search in trade and other bibliographies, writing order slips or full-page sheets, checking invoices, collating and accessioning, ordering, financial records and budgeting.

_____. "Training Programs for Library Technicians," *College and Research Libraries*, 24 (November, 1963). pp. 481-482.

Review of the Library Technician Program at Ferris State College, Big Rapids, Michigan. Discusses development, curriculum, Michigan State Library scholarships and the deterrent effect of few technician programs existing in library job classifications.

Highline College, Midway, Washington. "Library Technician Program." Mimeographed promotional sheet. No Date.

Descriptive statement about the Library Technician Program outlining student selection, curriculum, degree and admission.

Hyatt, Ruth. "Three Levels of Training," *Library Journal*, 84 (March 1, 1959). pp. 6661-6662.

Defense of three levels of training for library personnel: 1) Clerical (high schools and business colleges); 2) Technicians (undergraduate schools and those offering Associate Arts degrees); 3) Professional (Graduate Schools offering Master's programs).

Kintzer, Frederick C. "Education of Semiprofessionals is on the Move." *Junior College Journal*, 35 (May, 1965). pp. 19-23.

Review of activity in junior colleges related to the education of technicians or semiprofessionals. While library technicians are not covered, this article provides useful information to those formulating goals, curriculum, and methods. Bibliography.

Kinzer, Rose W. "Discussion of the Library Aide or Clerk: His Status and Training." *Junior College Journal*, 32 (December, 1961). pp. 217-224.

The Assistant Librarian, Odessa College, Odessa, Texas, attempts to justify library technology as an essential part of total library personnel needs. Covers definitions of clerical, salary, opportunities, duties, in-service training contrasted with junior college technical training, and typical curriculum. Discusses actual and potential abuses in hiring technicians, e.g. inappropriate promotion to professional responsibility and problems in

the transfer of academic credits for undergraduate and graduate library degrees. Bibliography.

Knight, Hattie M. "Library Technician--A Definition and an Invitation,' *Utah Libraries*, 7 (Spring, 1964). pp. 4-6.

General statement on the need for library technician programs. Cites the Library Aide Program of Ferris State College, Big Rapids, Michigan, and outlines the courses in Library Technology at Brigham Young University, a program which started in 1963.

Kolb, Audrey. "Library Technicians," (Washington State) *Library News Bulletin*, 33 (October, 1966). pp. 288-289.

A talk presented at the 56th Pacific Northwest Library Association Conference, Portland, Oregon, August 25, 1966, by the Librarian of Wenatchee Valley College, Wenatchee, Washington. Describes the need for and planning of the Library Technician Program at the College. This immediately preceded the institution of the program in the academic year 1966-67.

Library Technicians: A New Kind of Needed Library Worker. Report of a Conference on Library Technology sponsored by Catonsville Community College, held in Chicago, Illinois, May 26-27, 1967. Washington, D.C., Communication Service Corporation, 1967. 28 pp.

Proceedings of a national conference concerned with courses in Library Technology in two-year institutions focusing on definitions, needed research and methods of establishment. Conclusions include recognition of mutual interest among persons engaged in library technology programs, enabling identification of programs and key people; concern with library personnel problems and consideration of solutions; the need for various

forms of communication between individuals and institutions (proceedings, directories, meetings, etc.); establishment of a national organization: articulation with library and educational organizations.

"Library Technology Course Materials Being Prepared," *Junior College Journal*, 38 (February 1968). p. 72.

Announcement of a program to prepare syllabuses for library technician courses to be taught in Texas junior colleges funded by the Texas State Library. The courses are being designed for articulation with undergraduate and graduate library science programs. Work is scheduled for completion by the 1968-69 academic year.

Lowrie, Jean E. "Personnel Needs for Today and Tomorrow," *American School Board Journal*, 153 (December, 1966). pp. 26-27.

Describes the need for school library personnel, including technical and clerical assistants, in the context of recent state and federal support for school libraries. Emphasizes non-professional tasks as the appropriate technician responsibility requiring a minimum of high school training and, if possible, additional training in secretarial work and/or a technical proficiency coordinated with their resource center assignments. No mention is made of junior college involvement.

McCurley, Paul. "The Move Toward Courses for Library Technicians," (Washington State) *Library News Bulletin*, 33 (October, 1966). pp. 284-287.

A talk presented at the 56th Pacific Northwest Library Association Conference, Portland, Oregon, August 25, 1966, by the Dean of Instruction, Wenatchee Valley College, Wenatchee, Washington. Provides historical

synopsis of the junior college and the development of technical-vocational education. Relates the para, the sub, or the semi-professional staff person, evolving and existing in many professions, to librarianship and discusses the logic and planning of the Library Technician Program at Wenatchee Valley College.

McDonald, Ruth L. *The Organization and Teaching of a Course in Library Technology at Erie County Technical Institute.* Master's Thesis, University of Buffalo, 1956, 83 pp.

Unable to obtain.

Maddox, Lucy J. "Collegiate Training for Library Technicians." *Special Libraries,* 15 (July/August, 1960). pp. 293-294.

Report on the Library Aide Program at Ferris Institute, Big Rapids, Michigan, by its director and instructor. Outlines curriculum and purposes.

Mapp, Edward. "The Library in a Community College," *College and Research Libraries,* 19 (May, 1959). pp. 194-196.

Defines the role of the community college library and suggests the development of two-year library technician programs, with emphasis on special libraries, leading to the Associate in Applied Science degree. Discusses such benefits as released time for professional staff and the resulting opportunities to concentrate on the scholarly and creative aspects of the profession.

Martin, Lowell. "Lowell Martin's CWC Summary," *American Library Association Bulletin*, 57 (September, 1963). pp. 735-741.

Summary of discussion held during the ALA Conference in Chicago, Illinois, July 14-20, 1963. Concerned primarily with the needs of students, libraries and the educational process, the area of more effective use of library personnel through review of library positions and a search for new personnel plans is discussed. Mention is made of the library technician as a middle level position in the career training spectrum.

Martinson, John L. *Vocational Training for Library Technicians: A Survey of Experience to Date*. Communication Service Corporation, Washington, D.C., 1965. 119 pp.

An important study conducted under the terms of Contract OE-5-85030 from the U. S. Office of Education, Division of Vocational and Technical Education. Originally concerned with medical communication, the scope was broadened to include the training of library subprofessionals generally in institutions with formal classroom training programs for library technicians. Four months of full-time effort enabled analysis of 29 programs (24 current, 3 no longer operational, and 2 in the planning stages), a comprehensive rather than a representative sample. Major findings cover: number of programs; effectiveness; student population; recruitment; types of libraries employing technicians; instructional materials; instructional staff; job market, etc. Recommendations center on the need for further research and development in the following areas: recruitment; instructional materials; teacher training; operations research; job market; curriculum planning; and evaluation. Includes selected case histories, short reports, and a bibliography.

Monroe, Margaret E. and others. "Report of the LED Subcommittee on Survey of Library Education Programs, Fall 1964, to the LED Committee on Library Legislation," American Library Association, *Library Education Division Newsletter*, 59 (November 1, 1966). p. 4.

While this report does not include non-professional positions, it does include a statement about the role of library educational programs in preparing such personnel. Emphasis is given to the need for job descriptions, research, and conference on the relation of the technician to the professional librarian and the necessary role and curriculum restructuring.

Muller, Robert H. "Principles Governing the Employment of Non-professional Personnel in University Libraries," *College and Research Libraries*, 26 (May, 1965). pp. 225-226.

Outlines the importance and responsibilities of non-professional personnel in university libraries. Delineating non-professional skills as those requiring lesser skills or competencies, the author places them in the context of sound personnel practices including role definition, compensation, length of work week and fringe benefits. Useful in reaching definitions for library technicians.

New York (State) University. Commissioner of Education's Committee to Evaluate the Experimental Library Technician Program. *Report*. Albany, New York State Library, 1961. 51 pp.

Report, with conclusions and recommendations, resulting from studies and investigations of a proposal for the creation of a new class of library assistants below the professional level. Concern focuses on four problems: 1) Possible implications of a Library Technician Classification for the profession of librarianship and for organizational structures and operations

of libraries in which the classification may be assigned; 2) the designation of the specific duties which would be appropriate to such a classification, the characteristics which distinguish a Library Technician from a librarian and from several clerical classifications, and the proper place for that classification in the hierarchy of positions already established for libraries in various Civil Service and non-Civil Service jurisdictions; 3) the educational curriculum for Library Technicians, including the relationship, if any, of that curriculum to the professional course; 4) the determination of the economic need or market. The following questions were of primary concern: How many positions now exist or can be anticipated for persons with such training? What is the geographical distribution of these positions? Do these indicate the viability of the specialist course? The conclusions center on one statement: "...there is no place for the proposed library technician program." Recommendations: That the Orange County Community College (the institution selected for the pilot project) Experimental Library Technician courses be discontinued on completion of the 1961-62 school year and that the program not be authorized for other community colleges in the state.

Nicholson, Natalie N. "A Librarian Flies to Learn," *Special Libraries*, 52 (July/August, 1961). pp. 300-302.

Report on a series of courses given over a four-week period by the Science-Technology group of the Boston Chapter of the Special Libraries Association. The article is followed by the commentaries of ten other librarians.

Nott, Goldie T. "Two-Year Aide Program," *Library Journal*, (June 1, 1959). pp. 1776-1777.

Description of the Library Technician Program at Ferris Institute, Big Rapids, Michigan. Stresses the subprofessional level of training and the recruitment potential of technicians. This level of personnel is endorsed by the Michigan State Library.

Ontario, Canada. Applied Arts and Technology Branch of the Department of Education. Ad Hoc Committee, Library Technician Program. *Proposed Program for the Colleges of Applied Arts and Technology*, May, 1967. 8 pp.

Proposed program for library technician programs in Ontario, Canada. Covers admission requirements, aims, objectives, employment opportunities, facilities and financial aid. A detailed curriculum is presented comprising General Education (English language and literature, Mathematics, Office Skills, Liberal Studies and a General Education subject) and Library Technician subjects (First year: Introduction to Library Resources and Services, Circulation Procedures, Use of Basic Reference Materials; Second year: Library and the Community, Ordering, Processing and Care, Basic Classification and Descriptive Cataloguing, Machines in Library Work, Audio-Visual Services, Electives and Practice Work).

Parke, Kathryn. "The Duchac Proposal," (Letters to the Editor), *Library Journal*, 92 (September 1, 1967). p. 2855.

Response to Kenneth Duchac's article, *Library Journal*, May 1, 1967, pages 1797-1798. The author agrees with Mr. Duchac, taking exception to the dismissal of junior college library technician programs. It is suggested that careful consideration be given to the best kind of two-year programs rather than the condemnation of all programs.

Pasadena City Schools. *Library Practice--A Manual for Students.* Division of Instructional Services, Pasadena, California, February, 1962. 48 pp.

Information applicable to duties and responsibilities of clerical assistants in public school libraries. Useful information for development and definition of library technician programs.

Prairie State College, Chicago Heights, Illinois. "Media Technology Program," (Tentative Curriculum). January, 1968. 1 p. (Unpublished)

Course outline for proposed library technician program leading to an Associate Arts degree.

Rogers, A. R., comp. "In-Service Training; a Preliminary Bibliography," *Canadian Library Association Feliciter*, 3 (September, 1957). pp. 3-12.

Contains information applicable to curriculum development and content of library technician programs. Covers in-service training from the mid-1930's to 1957 and contains supplementary sections on staff manuals and staff bulletins (1959-1957).

Sass, Samuel. "Library Technicians--Instant Librarians?" *Library Journal*, 92 (June 1, 1967). pp. 2122-2126.

Condemnation of library technician programs in which the author cites fears and examples of programs which he feels are inadequate and poorly planned. The article is concerned with faculty, research, and students, all of which Mr. Sass considers substandard. His conclusions are: 1) the library profession is not certain of its manpower problem nor of its solution and the technician program is a "phony" solution; 2) the problem of placement control will result in technicians being appointed to professional

positions; 3) the influx of technicians will reduce the intellectual level of librarianship; and 4) technician programs create more problems than they solve.

Shores, Louis. "A Statement on Junior College Library Technician Programs," American Library Association, *Library Education Division Newsletter*, 60 (December, 1966). pp. 4-5.

A statement prepared in response to a request for advice from four Florida junior colleges contemplating or offering technician programs. Mr. Shores, the Dean of the Library School, Florida State University, disagrees with a previous position of the ALA, LED Executive Board and gives five reasons supporting the need for junior college Library Technician or Library Aid Programs.

Sollenberger, Judith K. *In-Service Training--A Bibliographical Essay*. (Revised 1964), American Library Association, 1965. 25 pp.

One hundred and eighty-two item listing which is preceded by an introductory essay. While this concentrates on library in-service training, it has much information which is useful to those contemplating or evaluating library technician programs.

Sudar, Dan D. "Three Levels of Library Education," *Library Journal*, 91 (October 15, 1966). pp. 4899-4903.

Discussion of the historical development of librarianship as the context for considering the need for analysis of resources, definitions and division of library personnel responsibilities. Comparison is made with Nursing and Social Work. Mr. Sudar is director of the Library Technology Program at Lakehead University, Port Arthur, Ontario, Canada.

Technician Education Yearbook, 1965-1966, 2nd ed. Prakken Publications, Inc., Ann Arbor, Michigan, 1965. 210 pp.

Annual sourcebook which contains a variety of information about technician programs. It covers agricultural, business related, civil, electrical, electronic, health, industrial, and mechanical technologies. Contains a directory of schools offering technician programs (865 schools); directory of federal and state officials of technician education; federal legislative development; occupational information about technicians; case studies of programs in operation; and a series of articles on issues, problems, and proposals concerning technician education and organizations concerned with technical education. While library technology is not included, this annual is designed for those offering technician training, planning to offer it in the near future, and for guidance personnel. Bibliography.

U. S. Civil Service Commission. *Position Classification Standards, Library Technician Series.* GS-1411, (TS 62), June, 1962.

Job descriptions for Library Aid GS-1/3, Library Technician GS-4/7, and Supervisory Library Technician GS-4/9, currently recognized by the U. S. Civil Service Commission. Detail distinguishes between Library Aid/Technician and other nonprofessional or clerical positions and between Technicians and Professional Librarians. Each classification is described from the standpoint of standard classification factors. Recognition is given to training and experience. Useful information for librarians and junior college administrators.

U. S. Department of Health, Education and Welfare. *Guide to Organized Occupational Curriculums in Higher Education*, 1965. OE-54012, Circular No. 771.

Statistical analysis which does not list library technician programs.

University of Washington. School of Librariansaip, Seattle, Washington. "The Library Technician and the Library Profession," Fifth Annual Alumni Institute, May 5, 1967.

The theme of this institute was the Library Technician and the program consisted of a panel discussion concerned with the content and methodology of library technician courses at Wenatchee Valley and Clark Colleges in Washington State. This was followed by a reactor panel speaking to the values of such programs and an open question period. Proceedings have not been developed.

"Vocational, Technical and Practical Arts Education: Reviews from the Literature for the 16 Year Period Since 1956." American Educational Research Association, *Review of Educational Research*, 32 (October, 1962). pp. 423-432.

Chapter eight discusses the status of research in technical education including: assessment of the basic need; curriculum; enrollment; programs and institutions; regional and local studies; research and institutional planning; statewide studies of post-high school education; statewide studies of technical education; suggested future research; technical education and the junior college; and the technical institute. Bibliography.

Watt, Leroy and Pelton, Maurice. "How to Set Your Librarians Free," *School Management*, 9 (October, 1965). pp. 79-81.

Report on in-service training for technicians in Wooster, Ohio's public schools. Relevant to library technician training in its identification of

technical responsibilities and demonstration of released time for professional staff.

Wenatchee Valley College, Wenatchee, Washington. "Library Technician; Employment Unlimited." Brochure. No date.

Descriptive brochure, designed for recruitment, which identifies the library technician and outlines employment possibilities, curriculum and general information about the college. Included as an example. The Wenatchee Valley College Library Technician Program has been suspended for the present.

Wheeler, Helen. "Library Instruction and the Junior College." *Junior College Journal*, 31 (April, 1961). pp. 451-452.

The author is librarian of the Southeast Junior College, a branch of Chicago City Junior College, Chicago, Illinois. The article distinguishes between library orientation, library instruction, and library technology, defining the latter as the training of clerical library personnel. As a program in itself it may consist of a series of courses integrated with college requirements in general education as well as technical courses and lead to one of the junior college associate degrees. Cites the potential of library technician training for upgrading library clerical positions indicating that library technology is not part of the process for training professional librarians. Mention is made of the programs at Orange County Community College (New York), Ferris Institute (Michigan), and Post Junior College (New York). Discusses the controversy over the need for library technology as contrasted with in-service training and the lack of an official stand by the American Library Association.

White, Herbert S. "Difference of Opinion," (Letters to the Editor), *Library Journal*, 92 (August, 1967). p. 2685.

Response to Samuel Sass' condemnation stating Mr. White's reservations about the lack of opportunity for technicians to eventually qualify for professional positions. The author feels that it is not justifiable to ask the technician to return to school and finish work for his undergraduate and graduate library degrees.

Wisdom, Aline. *Evaluation of Undergraduate Library Science Training in California Junior Colleges.* A paper prepared at the Graduate Library School of Denver University, 1963. (Unpublished).

Unable to obtain copy.

II. Materials concerned with the Library Technician in the Health Sciences.

American Association of Junior Colleges-National Health Council Committee on Health Technology Education. *A Guide for Health Technology Program Planning*. National Health Council, 1967. 52 pp.

Result of one-year's work funded by a grant from the Division of Adult and Vocational Research, Bureau of Research, Office of Education, U. S. Department of Health, Education and Welfare, to build and disseminate guidelines for the development of health technology programs in junior colleges. The guide is comprised of two sections: Section 1 is an analysis of program development in health technologies; Section 2 presents general information about the two-year college. The following steps are recommended for the cycle of program development: 1) Define the scope of health technology programs; 2) become generally aware of the operative system of standards in the health field; 3) review the goals of the college and the impact of adding technology programs; 4) conduct a survey to decide which health technology programs are most needed by the community; 5) evaluate the feasibility of the college developing specific programs; 6) securing program resources; 7) curriculum development; 8) program evaluation. This extremely cogent document has special value to the junior college administrator and librarians. Includes appendices and a bibliography.

Annan, Gertrude L. "Library Technicians: Need, Training, Potential," *Bulletin of the Medical Library Association*, 52 (January, 1964). pp. 72-80.

The desperate shortage of librarians could be alleviated by training library technicians to work under the supervision of qualified librarians. Just as the training and accreditation of practical nurses have elevated

standards of the registered nurses and freed them from routine duties, so could the training and accreditation of library technicians favorably effect programs for librarians. Courses have been given to assist untrained personnel supervising small libraries. However, our goals should be 1) to train technicians to perform nonprofessional library tasks; 2) to set standards for accreditation, ensuring a clear differentiation, one obvious to the librarian, the technician, and the administrator; 3) to advise administrators of the possibilities of developing small but effective libraries under a local system, using a trained librarian as supervisor and trained technicians in individual institutions; 4) to persuade doubting administrators of the worth of an efficient library. Action should come from authoritative bodies such as library schools and library organizations. Bibliography. (Annotation from the *Bulletin of the Medical Library Association).*

Darling, Louise. "On Education for Biomedical Librarianship," *Bulletin of the Medical Library Association,* 52 (October, 1964). pp. 701-705.

Presidential address presented at the 63rd Annual Meeting of the Medical Library Association, San Francisco, California, June 2, 1964. Outlines major problems in the education of biomedical library personnel and suggests directions for solutions. Gives recognition to the use and training of library technicians for medical libraries. Bibliography.

Langer, M. C. "Training for Library Technicians," *Bulletin of the Medical Library Association,* 55 (January, 1967). pp. 93-94.

A review of efforts to strengthen and increase the number of library technicians. Particular emphasis is given to the leadership role which

the Medical Library Association can provide within the context of need and examples of technician training in related health science fields. Bibliography.

Lieberman, Irving (ed.). *Proceedings of an Invitational Conference on Education for Health Sciences Librarianship, September 10-12, 1967.* University of Washington, School of Librarianship, 1968. 216 pp.

This conference was made possible by a grant from the National Library of Medicine of the U. S. Public Health Service. A detailed discussion of problems and possible approaches to the education of health sciences library personnel from the standpoint of curriculum, resources, facilities and personnel. Recognition is given to the functions of the various levels of personnel needed in a comprehensive program of library services including the library technician. Major areas of discussion include: The Changing Face of Medical Librarianship; Relation of Special Library Education to General Library Education; Medical History; Libraries and Curricula; Levels of Preparation Required for Medical Librarianship; Curriculum Content at Several Levels; Trends and Implications in the Health Sciences; Educational Programs for Hospital Health Science Librarians; Systems Concepts and Library Education; Instruction in the Modern Techniques of Biomedical Communication. Appendices include the Code for Training and Certification of Medical Librarians, an article on the Education and Training of Librarians for the Veterans Administration Library Program, biographies of participants and a bibliography.

New York (State) University. Upstate Medical Center, Syracuse, New York. "Program in Medical Library Technology." Brochure.

Descriptive brochure designed for recruitment which identifies the medical library technician and describes the program, internship, facilities for instruction, admission requirements, tuition and housing. This program started with the academic year 1967-68 and leads to an Associate in Applied Science degree. It is approved by the Medical Library Association.

Yast, Helen. "'...And Gladly Teach': The American Hospital Association's Experience in Conducting Institutes on Hospital Librarianship." *Bulletin of the Medical Library Association,* 52 (January, 1964). pp. 81-89.

Part of the Proceedings of the Second International Congress on Medical Librarianship held in Washington, D. C., June 16-22, 1963. As part of its overall educational program the American Hospital Association has conducted institutes in hospital librarianship since 1959 to meet the demand for more competent librarians in medical, nursing school, and patients' libraries. The purpose of such institutes is to teach the basic elements of library science to untrained personnel in hospital libraries.

Discussed are steps in initiating an institute; factors determining length, date and place; financing; publicity; choice and responsibility of the local advisory committee; program content; qualifications of instructors; materials for distribution; and evaluations. Detail of an institute is outlined. A summary of problems still facing this type of educational program and suggestions for future improvements conclude the paper. (Annotation from the *Bulletin of the Medical Library Association).*